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ABSTRACT

Emphasizing student-generated writing, the Pre-GED (General Educational Development) Level III writing skills workbook utilizes southwestern Indian myths, legends, poems, history, and information on religious beliefs, architecture, fine arts, music, dance, and social practices to provide a culture-based GED preparatory reading and writing curriculum for Indian adult education students. The workbook is divided into five units of study: parts of speech, sentence structure, paragraph development, punctuation, and capitalization. Lessons in each of the units contain an explanation of the skill to be learned, an example of the skill, an illustration, questions pertaining to the lesson, and a unit test. Examples of the lessons include: noun functions, pronoun functions, correct pronoun case and pronoun-antecedent agreement, perfect and progressive tense, active vs. passive voice, comparison of adverbs, conjunctions and their use, subject-verb agreement, parallel structure, characteristics of paragraph, dialogue in narration, use of comma with a positive, use of colon to introduce a list of items, use of hyphen in two-word adjective and with prefixes and suffixes, and use of capitals in proper nouns and poetry. A glossary of terms concludes the workbook. (ERB)

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PATHWAYS

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Level III

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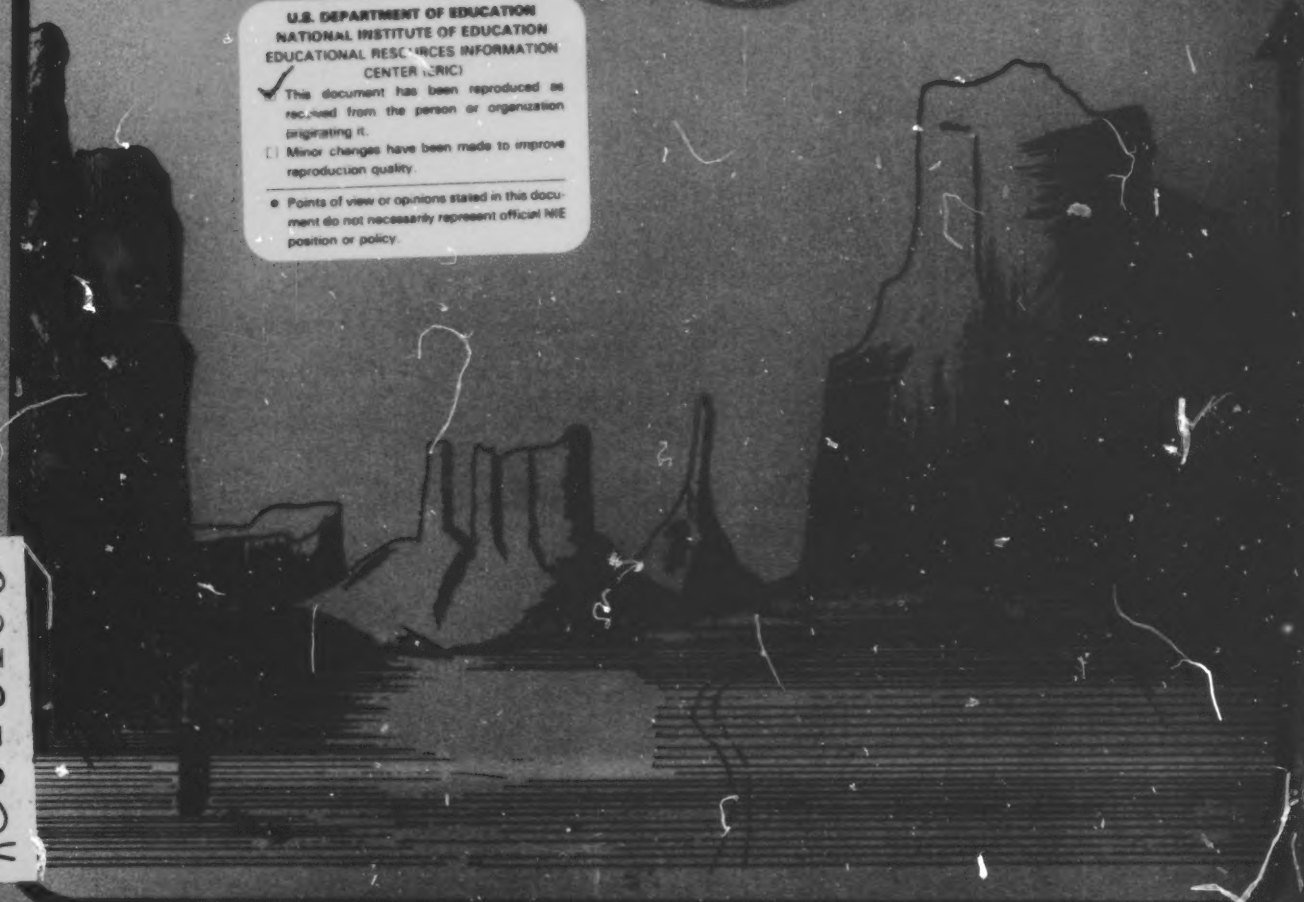

RC015183

PATHWAYS

AN ADULT PRE-GED WRITING SKILLS WORKBOOK

Level III

Ollie M. Lovett
Director/Curriculum Specialist
Planning, Pilot & Demonstration Project
Adult Education Program
Affiliation of Arizona Indian Centers, Inc.
Phoenix, Arizona

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PREFACE
TO THE STUDENT

This workbook has been written to prepare you for entering a GED program through which you will earn a GED certificate. The lessons will teach you the skills you need to pass the reading and writing sections of the GED examination. In addition, you will learn some writing skills that will help you when you seek employment.

You will learn these skills by reading about the different cultures of the many Southwestern Indian tribes — their myths, legends, religious beliefs and ceremonies, poetry, history, styles of architecture, clothing, dance, music, and art. You will read fascinating tales of the ancient Anasazi and the Hohokam; you will learn about the Hopi, Pima, Apache, Paiute, Papago, Havasupai, Pueblo, Mohave, Yaqui, Navajo, and many other Southwestern tribes.

Before you begin, read the following paragraphs carefully. They tell you how to use this workbook.

This workbook is divided into units. Each unit contains a number of lessons, each of which provides instruction and practice in a skill. Always read the explanation of the skill at the beginning of each lesson. Study the examples. Then, carefully read the directions and complete the exercises. When you finish a lesson, see your instructor to check your answers. After you have completed all of the lessons in a unit, complete the unit test. It is designed as a review of the skills contained in the unit. When you complete the unit test, see your instructor to check your answers.

At the back of the book is a glossary. It contains, in alphabetical order, definitions of all the terms used in the workbook.

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UNIT I

I. PARTS OF SPEECH

A. *Noun*

1. Noun functions: *subject, direct object, indirect object, object of preposition*

Harry received the award for best volunteer of the year.
↑ ↑ ↑ ↑
subj. *dir. obj.* *obj. of prep.* *obj. of prep.*

This sentence contains four nouns which function as three different parts of speech: subject, direct object, and object of preposition.

The noun Harry functions as the *subject* of the sentence. Who received the award? Harry received the award.

The noun award functions as a *direct object.* What did Harry receive? Harry received the award.

Remember that a subject noun performs the action, and the direct object noun receives the action performed by the subject.

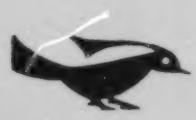
The nouns volunteer and year function as *objects of prepositions.* Through the prepositions "for" and "of," the noun *award* is explained. (Which award? The award "for best volunteer"; which volunteer? Volunteer "of the year.") Thus, the object of the preposition is always related to some other word in the sentence.

Brian gave his sister the command to step into the circle.

This sentence contains four nouns which function as four different parts of speech: subject, indirect object, direct object, and object of preposition.

The noun Brian functions as the *subject* of the sentence. Who gave? Brian gave.

The noun command functions as a *direct object.* What did Brian give? Brian gave a command.



I.A.1. Noun functions

The noun sister functions as an *indirect object.* "To whom" or "for whom" did Brian give the command? Brian gave his sister the command. Remember, an indirect object always comes between the subject and the direct object and answers the question: "to whom" or "for whom"?

The command was to step where? Into the circle. The noun circle functions as *object of the preposition* (into) and tells Brian's sister where to step. The object of the preposition is always the last word in a prepositional phrase.

In the following story, tell in which of the four ways each of the underlined nouns functions (subject, direct object, indirect object, object of preposition). The number above the underlined word refers to the number of your answer which appears on the next page.

In the 1beginning, before there was a puberty celebration, a 2man lived in a cave and knew everything. He told the 3people many 4things and sang them beautiful 5songs. He taught them a song to sing for a girl who reaches 6puberty.

The first time they had the celebration, the 7people liked it. But some women began to do nothing else, only to have the ceremony over and over again. Their husbands and 8families got mad and turned them out of their 9houses. No one wanted these 10women. People called them "homeless women."

The 11women were so unhappy they finally went to a powerful medicine woman. They asked the woman to do something to them so they could find 12rest from their stressful 13condition.

I.A.1. Noun functions

The medicine 14 woman agreed and said, "I will put you in plain sight of all 15 people. Every evening your relatives will see you and tell their 16 daughters the reason you are called 'homeless women.' In this way, women will know what a 17 good home is. For no one should only have puberty ceremonies and do nothing else."

Then the medicine woman sprinkled the women with 18 water, and they turned into stone. So she threw the 19 women eastward into the 20 sky, and there they still hang now, as the star cluster Pleiades.

From *Legends and Lore of the Papago and Pima Indians*
Lucille and Dean Saxton

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

I.A.1. Noun functions

Now, write sentences showing that you can use nouns in any of their functions.

*Write two sentences in which the noun functions as the subject of the sentence. Use the words given as your subjects.

1. *(pottery)* _____

_____

2. *(medicine man)* _____

_____

*Write two sentences in which the noun functions as a direct object. Use the words given as your objects.

3. *(homework)* _____

_____

4. *(baseball)* _____

_____

*Write two sentences in which a noun is used as an indirect object. Use the nouns given as your indirect objects.

5. *(Jimmy)* _____

_____

6. *(children)* _____

_____

*Write two sentences in which the noun is used as the object of a preposition. Use the words given as your nouns.

7. *(hogan)* _____

_____

8. *(sky)* _____

_____

I.B.1. *Pronoun functions*

As you know, a pronoun can be used as a subject, direct object, indirect object, or as the object of a preposition.

They found them by the lake.

In this sentence, they is the subject of the sentence. They performs the action. *Who* or *what* did they find? They found *them; them* is the direct object; it receives the action of the verb, found.

Mother gave her a spanking.

In this sentence, mother is the subject of the sentence. Mother gave a spanking. *To whom* did mother give the spanking? To *her.* (*Her* is the indirect object that tells "to whom" or "for whom" the spanking was given.)

I wanted to go into town with them to the rodeo.

In this sentence, I is the subject; "I" wanted to go. Where did I want to go? Into town. With whom did I want to go into town? With *them.* "Them" functions just as a noun does; it is the object of the preposition *with.*

In the following story, tell in which of these four ways (subject, direct object, indirect object, object of a preposition) each underlined pronoun functions. The number above the underlined word refers to the number of your answer on page nine.

When people were first living at Canyon of the Red Willows, there was a giant. ^{1}He lived in the nearby mountains. When a person walked out of the village alone, to carry firewood or get water, the giant would catch ^{2}him and carry him to his cave in the mountains. Here the giant would tell ^{3}him a lie to get him to lie down, then quickly eat ^{4}him.

I.B.1. Pronoun functions

The villagers could not figure out why these people were disappearing! So one day 5 they went out of the village to see if they could determine where the others were and what had happened to 6 them. After searching in the hills and mountains, they found the track of the giant. They tracked 7 him wherever he went.

8 They found a fresh footprint and followed 9 it until they saw where he had been on top of the hill. The rocks led 10 them to the cave. 11 He was lying asleep at the time, old bones all around 12 him. They shot him with arrows but could only scratch 13 him where they hit. The giant ran away, the blood dripping from 14 him.

Again, the people tracked 15 him over the hills, where they could see his blood stains on the ground. The dirt all over the hillside was covered with 16 it. They followed 17 him still further, until they eventually overtook him and put an end to 18 him.

That's why today, at Tohseuba, 19 you can see red all over the mountain side; 20 it is the dried blood of the dead giant.

From *Pueblo Gods and Myths*, by Hamilton Tyler.
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I.B.1. Pronoun functions

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

I.B.1. Pronoun functions

Now, write four sentences using pronouns in their various functions.

1. *you* (subject)

_____

_____

2. *me* (direct object)

_____

_____

3. *him* (indirect object)

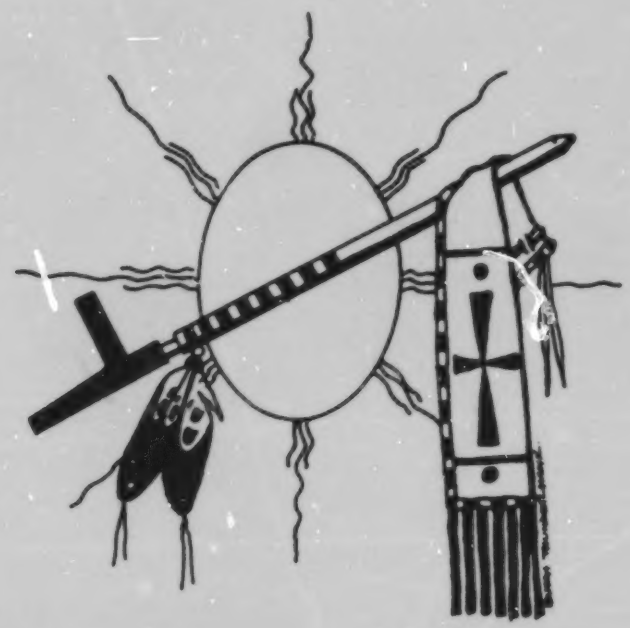
_____

_____

4. *them* (object of a preposition)

_____

_____



I.B.2. *Correct pronoun case and pronoun-antecedent agreement*

You have already learned something about using the correct pronoun depending upon its function as subject or object in a sentence.

Louise and (she, her) were the best students in class.

You know that she is a subject pronoun; her is an object pronoun. For this sentence, do we need a subject or object pronoun? Who are the students that the sentence is about? "Louise and she" are the subjects which the sentence is about (which performs the action). Thus, she is the correct choice. Another hint — separate a compound subject to decide the correct case: Louise was the best. She was the best.

There's enough meat for Harriet and (he, him).

Do we need a subject or object pronoun here? The pronoun follows the preposition for; thus, we need an object pronoun. What is the object pronoun? Him.

Remember the two pronoun cases:

SUBJECT: *I, you, he,* etc.

OBJECT: *me, you, him,* etc.

For pronoun-antecedent agreement, you must make a pronoun agree with the word it refers to (its antecedent).

All the people plowed (his, their) farms.

The subject of this sentence is *all.* Since *all* is plural, it requires a plural pronoun. Their is the plural pronoun; it agrees with the plural antecedent "all."

One of the women wanted (her, their) rug displayed first.

In this example, who wants a rug displayed first? (What is the subject of the sentence?) *One.* Is *one* singular or plural? *One* is singular, so her is the correct choice. "Of the women" is a prepositional phrase; it does not affect agreement of subject and verb or pronoun and antecedent.

I.B.2. Correct pronoun case and pronoun-antecedent agreement

In the following sentences, circle the correct pronoun in parentheses.

1. Hand the blankets to Charles and (I, me).
2. Lisa and (she, her) were declared equal winners in the contest for the best glazed pottery.
3. Each of the cowboys must bring (his, their) own rope to the rodeo.
4. Every tribal council candidate will be allowed twenty minutes to express (his, their) views.
5. The Indian Center gave Jack and (I, me) an award.
6. In the desert, rain will cause flash floods if (it, they) continues for three days or more.
7. All council members will announce (his, their) choices at the next meeting.
8. Every cliff dwelling had (its, their) own clan symbol carved into a nearby rock.
9. To this day, may-flies are careful about (who, whom) they bite.
10. It is hard to hunt a rabbit out of (its, their) den.
11. Over hot rocks, the Apache wife cooked mescal which (she, her) mashed into a syrup.
12. A young man who wanted the beautiful maiden for his bride was told to prove (its, his) love by hoeing an entire cornfield.
13. The Anasazi raised vegetable gardens that provided (they, them) with a well-balanced diet.
14. The buck flapped (its, her) ears and bounded out of reach of the hunters.
15. Because the Anasazi lacked dairy products which have calcium, (they, them) often had bad teeth.
16. When a woman bakes corn bread, she places (her, their) corn mush on a very hot piki stone.

I.B.3. *Relative pronouns*

Relative pronouns are used to introduce a clause that occurs within the main sentence and is surrounded by it. Who (or whom or whose), which, and that are the relative pronouns. These words introduce the relative clause. A relative clause always gives additional information about the noun.

Ex: *The man (who stole the sheep) has been caught.*

Which man? The man who stole the sheep. Who is a relative pronoun which introduces the relative clause *who stole the sheep.* Notice that you can omit this clause and still have a complete sentence:

The man has been caught.

Therefore, the relative clause occurs inside the main clause (is surrounded by it).

Ex: *The trader (whom I talked with) gave me directions to the Begays' house.*

Whom is the relative pronoun which introduces the relative clause *whom I talked with.* The main sentence is:

The trader gave me directions to the Begays' house.

You still have a full sentence which makes sense; in both of the above examples, the relative clause further explains the subject.

Let's look at one more example:

The woman (whose house I stayed in on First Mesa) is my mother's cousin.

What is the relative clause? Whose.

What is the whole relative clause? *Whose house I stayed in on First Mesa*

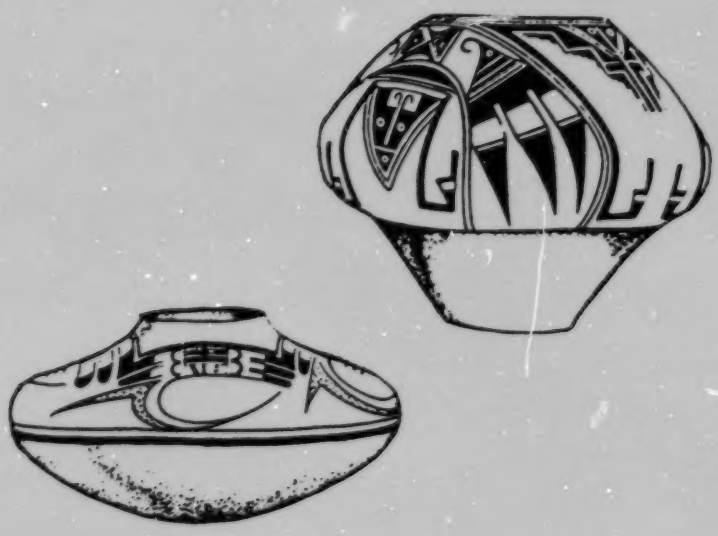
What is the main sentence? *The woman is my mother's cousin.*

What does the relative clause do? It tells you more about the subject of the sentence (*woman*).

I.B.3. Relative pronouns

Now, in the sentences below, identify the relative clause by putting parentheses around it, as in the examples above. Then underline the relative pronoun which introduces the clause.

1. The man who is standing by the truck is my uncle.
2. The woman who is painting that pottery bowl is the most famous potter from Santa Clara Pueblo.
3. The book which I read over the holidays is called A Pima Remembers.
4. The brush shelter that the Antone boys had put up was blown down in the storm.
5. The old people who were ill and infirm were left alone to die.
6. The woman whom you met yesterday was my great aunt.
7. The building that you went into was the tribal office education building.
8. The character that is the most famous in Southwest tales is Coyote.



I.B.3. *Relative pronouns*

In deciding whether to use who (whom, whose) or which/that as your relative pronoun, remember that who, whom, and whose are used for people; look at sentence #1, for example.

That and which are used for animals or things, such as in sentence #3.

Below, see if you can pick the correct relative pronoun to go in the blanks in the sentences.

ANIMALS/THINGS		PEOPLE
that	(these two can be used	*who*
which	interchangeably)	*whom*
		whose

1. The congressman _____ came to visit our reservation yesterday was Morris Udall.
2. The man to _____ you spoke about water rights was his aide.
3. The issues _____ are the most pressing for us are mineral and water rights issues.
4. The cow _____ my brother hit on the road to Show Low died the other day.
5. The pueblo _____ is the farthest north of all is Taos Pueblo.
6. The woman _____ baskets you are looking at is a well-known Papago weaver.
7. The center _____ we visited yesterday has plans to add a Headstart program.
8. The man _____ will win the next election is the man _____ will end the century-old dispute.

I.C.1. *Perfect and progressive tenses*

You have been learning the progressive and perfect tenses. Now, let's see if you can put them to work.

a) The present progressive tense tells what is happening right now. It includes is or are + the "-ing" form of the main verb.

She is making bread for the fiesta.

b) The past progressive tense tells what was happening at some point in the past. It includes was/were + the "-ing" form of the main verb.

They were living in cold, crude mud huts.

c) The present perfect tense tells you what just finished happening or what started in the past and has continued through to the present. It includes has/have + the -ed, -en, -n, -d, -t form of the main verb.

He has played professional football for three years.

d) The past perfect tense describes an action which began and ended in the past, usually before another action, also in the past. It includes had + the past tense of the main verb.

The boys had run the mile before they were given food to eat.

I.C.1. Perfect and progressive tenses

In the first four sentences, use the verb in its present progressive form.

1. (attend) I _____ Northland Pioneer College this year.
2. (work) My sister _____ on her bachelor's degree in economics at Haskell.
3. (answer) We _____ all the letters we receive as quickly as we can.
4. (try) You _____ to do too much homework in one night.

Now, for the following four sentences, use the verb in its past progressive form.

5. (bake) The woman _____ loaves of bread for the harvest feast.
6. (wonder) We _____ if you would come over to help us shear the sheep.
7. (weave) My aunts _____ wool blankets as fast as they could for the coming winter.
8. (skin) The men _____ the animals they had killed on the hunt.

I.C.1. Perfect and progressive tenses

For the next four sentences, use the verb in its present perfect form.

9. (finish) My sister _____ her required three years of math.

10. (recommend) The director _____ you for the position of GED instructor.

11. (want) We _____ always _____ to go to Organ Pipe Cactus National Monument.

12. (vote) You _____ already _____ on this issue once before.

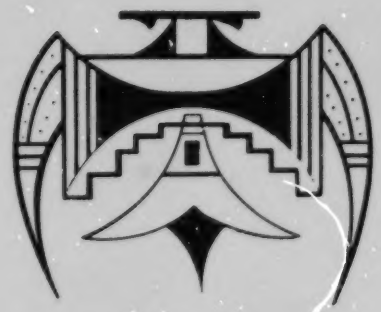
And for the last four sentences, use the verb in its past perfect form.

13. (follow) He _____ the course of the river all day long.

14. (warn) She _____ me that I would have trouble with this person.

15. (be) When night fell, he _____ out in the fields for ten hours straight.

16. (drink) Although we wanted some more tulapai, we _____ it all the night before.



I.C.1. Perfect and progressive tenses

Now, you write four sentences.

1. Use the verb WAIT in the present progressive.

_____

_____

2. Use the verb RUN in the past progressive.

_____

_____

3. Use the verb COMPLETE in the present perfect.

_____

_____

4. Use the verb SEE in the past perfect.

_____

_____

I.C.2. *Active vs. passive voice*

A verb is in the active voice when it expresses an action performed by the subject; the verb shows action.

Coyote ate the squirrel.

The subject Coyote is acting.

A verb is in the passive voice when it expresses an action performed upon its subject.

The squirrel was eaten by Coyote.

Here, the subject squirrel is being acted upon.

To change a verb from active to passive voice, add:

is/are (present) was/were (past)	to	the main verb and put the main verb in its past participle form.

ate	— *was eaten*	(past)
draw	— *was drawn*	(past)
gather	— *are gathered*	(present)
ask	— *is asked*	(present)

See how this sentence is changed from active to passive voice:

The wind eroded the cliffs.

The cliffs were eroded by the wind.

You can also change a passive voice verb to an active voice verb. Simply reverse the process.

After the hunt, the deer was eaten by the hunter.

After the hunt, the hunter ate the deer.

I.C.2. Active vs. passive voice

In the following sentences, change the active voice verb to a passive voice verb.

1. Apaches protected their horses from injury.

_____

_____

2. The Chemehuevi Indians made excellent baskets.

_____

_____

3. Navajos fear the ghosts of the Earth Surface dead.

_____

_____

4. Members of the Ute Tribe hold their Bear Dance in April or May.

_____

_____

I.C.2. Active vs. passive voice

Now, put these passive voice verbs into active voice verbs.

5. The beautiful concho belt was given to the boy by his father.

_____

_____

6. The Papago family was sheltered from the summer heat by the ramada.

_____

_____

7. Turquoise and coral are emphasized by Zuni silversmiths.

_____

_____

8. The rules of the tribe are followed by every member.

_____

_____

I.C.2. Active vs. passive voice

Now, you write four sentences:

1. Use the verb eat in the ACTIVE VOICE.

_____

_____

2. Use the verb see in the PASSIVE VOICE.

_____

_____

3. Use the verb fall in the ACTIVE VOICE.

_____

_____

4. Use the verb win in the PASSIVE VOICE.

_____

_____

I.D.1. *Kinds of adjectives*

You should recall that adjectives modify nouns. There are several kinds of adjectives which you have probably studied before:

descriptive — these describe a noun, such as *tall, green, pretty, lonely, active, graceful,* and so on; or tell how many or what kind; this group includes the articles a, an, and the. Some examples are *a cooking pot, many farms, one faraway hogan, the three men, another apple, a weaving loom.*

possessive — these tell whose something is, such as *her truck, his dog, their friends.*

demonstrative — these point out which one(s). *Those people* and *that old hut* are examples.

In these sentences, underline all the adjectives you can find.

1. Hot and tired dancers stood in the plaza; the dance had lasted all day.
2. Excellent food was served to those weary warriors who had returned home from a strenuous, dangerous raid.
3. The following instruments were used by the Cocopahs: gourd rattles, rasp sticks, basket drums, and wooden flutes.
4. A rattle instrument was used in cremation ceremonies.
5. That unpredictable Coyote had made another silly mistake.
6. After the long race, the exhausted men lay down on the dusty rocks and stretched out their legs.
7. The woman washed her hair with yucca suds; later, it was combed with porcupine tails or still grass.
8. In the old days, most women wanted to get married and have many children.

I.D.1. Kinds of adjectives

For this exercise, read again the definitions given on the previous page. Now, read this story and tell what kind of adjective each underlined adjective is. The number above the adjective refers to the number of your answer. Use these terms in your answers: descriptive, possessive, and demonstrative.

When the (1) first Spaniards came across the plains in 1541, there seems to have been (2) one man more adventuresome than the others. He came riding ahead on (3) his burro. The Indians had never seen such (4) an animal nor such (5) a man. They believed (6) this animal was a sort of elk bringing into (7) their midst a god or spirit. Then followed others of (8) these strangers with (9) their (10) bright dress, (11) glittering spears and breastplates. (12) The (13) curious Indians came out to meet them. Neither could understand the other. (14) Sign language helped (15) Coronado's Captain Alvarado in 1540 and Barrionuevo (16) some months later. They "left the province in peace" runs the record. Then for (17) long years the (18) old men told tales to (19) their children of a (20) strange people who once came and went away and never returned.

From *The Taos Indians*
Blanche Cloe Grant

I.D.1. Kinds of adjectives

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

Now, you write four sentences using the following eight adjectives. Use two adjectives to each sentence. Be creative!

1. (tricky, sneaky) _____

_____

_____

2. (lovely, wonderful) _____

_____

_____

3. (lonely, sad) _____

_____

_____

4. (anxious, nervous) _____

_____

_____

I.D.2. *Comparison of adjectives*

When comparing two things, the form of the adjective changes.

A good meal (ONE meal) *A better meal* (TWO meals)

Usually an -er is added to short, common adjectives to compare two things: *nice, nicer; lonely, lonelier* (note spelling change).

For longer adjectives, the word more is added to the adjective:

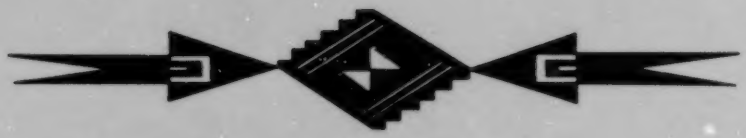
anxious	*more anxious*
serious	*more serious*

When comparing three or more things, -est is used for short adjectives and most is added to longer adjectives:

happy	*happiest*
tender	*most tender*

Remember, there are a few irregular adjectives which you must memorize:

good	*better*	*best*
bad	*worse*	*worst*



I.D.2. Comparison of adjectives

Choose the correct form of the adjective in parentheses; circle it.

1. The Bear Clan is the (most important, importantest) of all the Hopi clans.
2. When the Zuni man went hunting, he took the (smaller, more small) of his two hunting fetishes.
3. Sword-swallowing is the (dangerousest, most dangerous) of the arts performed by Pimas.
4. Her hair was (more light, lighter) than her sister's.
5. He is the (most famous, famousest) medicine man on the reservation.
6. "Sierpas" are the (most worse, worst) monsters in the Yaqui legends.
7. In each pueblo, the cacique is the (powerfullest, most powerful) of all the people.
8. I thought the second Coyote tale we heard was (interestinger, more interesting) than the first one.

I.E.1. Use of adverbs

1. Use of adverbs

   Remember, an adverb modifies a verb, an adjective, or another adverb. An adverb tells how, where, when, or to what extent someone does something.

She sews beautifully.	(how she sews)
He drives carefully.	(how he drives)
She drives early and late.	(when she drives)
I am always hungry.	(when I am hungry)
He drives downtown.	(where he drives)
The dog sleeps there.	(where the dog sleeps)
She can almost drive.	(to what extent she drives)
Her hair nearly reaches her waist.	(to what extent her hair reaches)

The adverbs in the following sentences have been underlined for you. Tell whether each adverb tells how, when, where, or to what extent.

1. The orator spoke well, and I was extremely impressed.

   well tells _____

   extremely tells _____

2. Hang your wet clothes here, and they will dry quickly.

   here tells _____

   quickly tells _____

3. The spirit of Earth Doctor worked hard and fast to create the sky, the insects, the sun, and the earth.

   hard tells _____

   fast tells _____

4. Coyote stories are told only in the winter; some myths are never told in the presence of women.

   only tells _____

   never tells _____

I.E.1. Use of adverbs

5. Coyote looked glumly at Beaver, who had finally outwitted him.

   glumly tells _____

   finally tells _____

6. Today she learned how to balance a checkbook easily.

   today tells _____

   easily tells _____

7. She looked everywhere for the bracelet she had recently lost.

   everywhere tells _____

   recently tells _____

8. One of the most interesting kachina dances, the Home Dance, is performed yearly, but only in one or two villages.

   yearly tells _____

   only tells _____

I.E.1. Use of adverbs

Now, write four sentences, using these adverbs in your sentences:

1. (perfectly) _____

_____

_____

2. (usually) _____

_____

_____

3. (neatly) _____

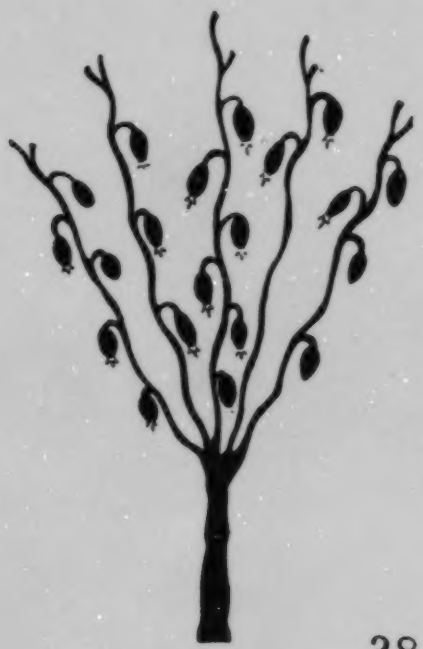
_____

_____

4. (well) _____

_____

_____



I.E.2. Comparison of adverbs

When comparing actions, change the form of the adverb.

He sings well.	(ONE singer)
She sings better.	(TWO singers compared)
I sing best of all.	(SEVERAL singers compared)

To compare two actions, use: more + adverb or adverb + -er.

carefully	*more carefully*
fast	*faster*

Usually, very short adverbs take -er.

To compare three or more actions, use most + the adverb or add -est to the adverb:

selfishly	*most selfishly*
early	*earliest*

Usually, very short adverbs take -est.

Choose the correct form of the adverb in parentheses; circle it.

1. Porcupine wept (more loudly, most loudly) than the other animals when their homes were destroyed by the flood.
2. One of the singers at the chant sang (clearlier, more clearly) than the others.
3. Jake's horse rides (gracefullier, more gracefully) than Al's horse does.
4. This jeweler works (more quickly, quicker) than the man I went to last week.
5. This year, it has rained (harder, hardest) in Arizona than last year.
6. Thus, the rivers are running (faster, more fast) this year, and there is danger of flooding.
7. The stars shine (more brightly, brightlier) in the summer than in the winter in the open deserts of Arizona.
8. Though they were both raised in Santo Domingo Pueblo, José speaks Keresan (better, best) than his sister Angelica does.

I.F.1. Conjunctions and their use

1. Conjunctions and their use

   You recall that there are two sets of conjunctions. One set joins words, phrases or two independent clauses: *and, or, so, but, nor, for.*

   Tired but happy, Vina and Dave finally arrived in Page.
   (JOINS WORDS)

   Encouraged by his friends and supported by his family, Tino decided to start his own business.
   (JOINS PHRASES)

   Darlene thought she had talent as a writer, so she sent her poems to a publisher.
   (JOINS INDEPENDENT CLAUSES)

   The other set introduces a dependent clause and joins it to the main part of the sentence: *although, until, because, while, if, etc.*

   Although he was very tired, he studied until midnight for his test.
   (JOINS DEPENDENT CLAUSE TO MAIN CLAUSE)

In the exercise below, choose an appropriate conjunction from the list that fits the meaning of the sentence and write it in the space provided. As the sentences form a story, you should read through all the sentences before beginning to fill in so you get the meaning of each sentence.

NOR AND SINCE WHEN BUT UNTIL SO

1. _____ Snake Youth went to find the end of the Little Colorado River, many wild beasts tried to stop him.
2. He tried to fight them all off, _____ he wasn't strong enough.
3. Panther _____ Wolf together overpowered Snake Youth, _____ he was helpless against them.
4. He could neither win the fight _____ run away.
5. _____ he was unable to win the fight alone, he called on Spider Woman to help him.
6. Spider Woman gave Snake Youth charms to sprinkle the beasts with _____ they went to sleep.

I.F.1. Conjunctions and their use

NOR AND SINCE WHEN BUT UNTIL SO

7. _____ he arrived at the Snake People's kiva, he found that ceremonies were in progress.

8. _____ he was new to the ceremony, they made him swallow the smoke from a pipe.

9. This he could not do, either, _____ Spider Woman came again to help him.

10. She drew the smoke in her own lungs _____ he could pass the test.

11. Everyone else was convinced Snake Youth had done it himself, _____ he was given charms _____ costumes with which to go out to perform this rite.

12. For all this, Snake Youth was not entirely happy _____ he was given Snake Maiden as his prize; then, he was happy.

From *Spider Woman Stories*
G. M. Mullett

Now, complete the following sentences which use conjunctions.

1. When he was tired, _____

_____.

2. Until you become an adult, _____

_____.

3. I tried to find the hogan in the storm, but _____

_____.

4. Either Jake or his friend _____

_____.

UNIT I POST-TEST: PARTS OF SPEECH

Indicate how the underlined noun in each sentence is used. Write the letter of the correct answer on the blank. Some letters may be used more than once.

a) noun used as subject
b) noun used as object
c) noun used as indirect object
d) noun used as object of preposition

_____ 1. Coyote stories taught the children values.

_____ 2. Techniques of basketmaking and pottery vary from tribe to tribe.

_____ 3. Charlene's mother might weave Amanda a Navajo rug.

_____ 4. Have you seen the petroglyphs on the canyon walls?

5. Write a sentence containing a noun used as subject. Underline the noun.

_____

_____

6. Write a sentence containing a noun used as the object of a preposition. Underline the noun.

_____

_____

Indicate how the underlined pronouns are used. Write the letter of the correct answer on the blank.

a) pronoun used as subject
b) pronoun used as direct object
c) pronoun used as indirect object
d) pronoun used as object of preposition

_____ 7. Guy stalked a deer for five miles before he finally spotted it.

_____ 8. Atop a hill near a cluster of trees, the cow munched grass while it lazily swished its tail.

_____ 9. Do you still have the rifle Tom gave you last Christmas?

_____ 10. She wrapped the wedding sash around her and was ready for the ceremony.

11. Write a sentence using a pronoun as subject. Underline the pronoun.

_____

_____

12. Write a sentence using a pronoun as indirect object. Underline the pronoun.

_____

_____

Circle the correct pronoun.

13. Each of the women displayed (her, their) beadwork for the buyer.

14. Every tribe has (his, their, its) own clan names.

15. Both the Hualapais and the Havasupais make (his, its, their) homes in northwestern Arizona.

16. The woman from Two Grey Hills is the one (who, whom) wove the beautiful blanket.

Underline the relative clause once and circle the relative pronoun.

17. The national monument that we went to last year is Canyon de Chelly.

18. During the Long Walk the people who were old or infirm often died along the way.

Fill in the blanks with the correct relative pronoun.

who	whom
whose	which

19. Pimas used the cane _____ grew in abundance along the Gila River to make sleeping mats.

20. The dancer _____ _____ body is painted in black and white stripes will participate in the Deer Dance at Taos.

21. The Koshare, _____ are the spirits of the dead, perform a pantomime in the Corn Dance at Santo Domingo.

22. Use the verb in its present progressive form. Write it on the blank.

    (work) My sister _____ on her master's degree at Fort Lewis College.

23. Use the verb in its past perfect form. Write it on the blank.

    (receive) My sister _____ her bachelor's degree at Bacone College before she applied to Fort Lewis College.

24. Write a sentence with the verb *eat* in the active voice.

    _____

    _____

25. Write a sentence with the verb *see* in the passive voice.

    _____

    _____

Some of the adjectives in the paragraph below have been underlined. Identify each underlined adjective as: descriptive (S), possessive (P), or demonstrative (D).

26 Most Papagos did not really like to go to war. They were too busy cultivating 27 their fields and hunting for food to care to go out fighting. But 28 the 29 fierce 30 Apaches who lived in the nearby mountains often attacked 31 their villages and carried off horses, women, and children. So, the people had to fight, and they did well at it. Each man carried 32 his special bow. A few, however, carried 33 small leather shields and clubs made of hard wood. Some of 34 these clubs looked like the potato mashers seen in modern kitchens, and they were very good for cracking 35 enemy heads.

From *Papago and Pima Indians of Arizona*
Ruth Underhill

26. _____ 31. _____

27. _____ 32. _____

28. _____ 33. _____

29. _____ 34. _____

30. _____ 35. _____

Circle the correct form of the adjective or adverb in parentheses.

36. The Niman Kachina is perhaps the (importantest, most important) dance in the Hopi calendar.

37. Her hair is (darker, darkest) than the other girl's hair.

38. Porcupine laughed (more, most) loudly of all the animals when Coyote fell into the river.

39. Because of the rains, the rivers are running (swiftlier, more swiftly) than they were last year.

40. The colder it got, the (more rapidly, rapidlier) he rode through the storm.

Write the appropriate conjunction from the list on the blank for each sentence.

although	if	and
but	until	whether

41. The Apaches fought bravely with bows _____ arrows, _____ they were no match for the soldiers' guns.

42. The woman worked gathering corn _____ she was ready to give birth to the baby.

43. _____ he looked across the mesa, he saw acres of land on which to build.

44. _____ she had been living in Ganado for two years, she had not yet been to Canyon de Chelly.

UNIT II

II. SENTENCE STRUCTURE

A. *Subject-verb agreement*

The subject of a sentence must always agree with the verb. This means if the subject is singular, the verb must be singular.

The young boy likes hunting better than herding.

And, if the subject is plural, the verb must be plural.

Many lives were lost during the Indian-cavalry wars.

Remember that a prepositional phrase which comes between the subject and the verb does not change the subject. A subject is never contained in a prepositional phrase.

Each (of the elders) speaks wisely.

Each, not *elders*, is the subject, for each one speaks wisely. Therefore, *speaks*, the singular verb form, is used.

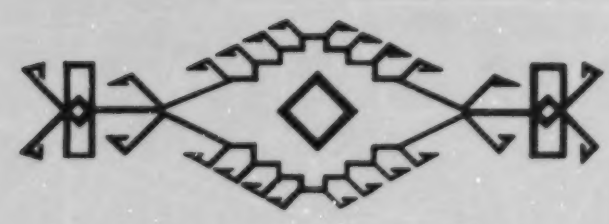
The women (of Kayenta) hold meetings every month to discuss local issues.

Women, not *Kayenta*, is the subject. Women is plural and requires the plural verb, *hold*. Note that the prepositional phrase of Kayenta does not affect the subject-verb agreement.

II.A. Subject-verb agreement

Circle the correct verb to agree with the subject in the sentences below.

1. One of the Apache purification rites (demand, demands) that the women cut their hair.
2. Mu-Yao, one of the Hopi gods, (live, lives) in the sky.
3. Everyone (want, wants) to watch the Snake Dance at Walpi.
4. The warriors and the chief (were, was) in costume.
5. All of the corn (were, was) harvested by hand.
6. A dream about owls or deceased relatives (warn, warns) a Cocopah of impending death.
7. Each of the women (wear, wears) a personal fetish to keep the heart pure.
8. The Hopis of Third Mesa (make, makes) wicker trays, bowls, and wastebaskets.



II.A. Subject-verb agreement

Complete these sentences, observing the rules for correct subject-verb agreement.

1. None of the tribal members _____

_____

2. The young Hopi girl with the beads _____

_____

3. The sounds of an owl _____

_____

4. Everyone with tickets _____

_____

5. All of the men _____

_____

6. Some of the dancers _____

_____

7. The Colorado River tribes near Parker, Arizona, _____

_____

8. Neither of the baskets _____

_____

II.B. Verb used as adjective

A verb used as an adjective is called a participle. This means we use the present participle or the past participle form of the verb. A present participle, remember, consists of the main verb + -ing: *walking, acting.* A past participle consists of the main verb + -ed, -t, -en, -n, -d, or a change in the whole verb: *moved, gone, dealt, sung.*

Ex:	VERB			PRESENT PARTICIPLE
	walk	*walk* +	*ing*	= *walking*
	leave	*leav* +	*ing*	= *leaving*
	stop	*stop* +	*(p)ing*	= *stopping*

Below, write four sentences of your own, using the present participle form of the verb.

1. (tremble) _____

_____

2. (come) _____

_____

3. (walk) _____

_____

4. (call) _____

_____

II.B. Verb used as adjective

Ex:	VERB				PAST PARTICIPLE
	awake	*awake*	+ *n*	=	*awaken*
	beat	*beat*	+ *en*	=	*beaten*
	sleep	*slep*	+ *t*	=	*slept*
	wait	*wait*	+ *ed*	=	*waited*
	save	*save*	+ *d*	=	*saved*
	sing	_____			*sung*
	deal	*deal*	+ *t*	=	*dealt*

Now, put the verbs below into the past participle.

1. (string) _____ together, the shell beads made a colorful necklace.

2. (lose) _____ in the storm, the sheep looked very forlorn.

3. (construct) _____ carefully, the cradleboard would be durable and lasting.

4. (sing) _____ softly and repeatedly, a chant can be a healing experience.

II.C. *Avoidance of double negative*

You want to avoid double negatives in your writing. If you wrote, "We didn't see no movie yesterday," you would actually be saying you did see a movie, because two negatives are the same as a positive.

Perhaps it will help you to recall that, in math, two minuses (negatives) equal a plus (positive). Well, language works the same way. Two no's = a yes.

Using two negatives together in a sentence is called a double negative. In order to avoid this error, use only one negative expression per sentence.

I can do nothing until I see him.

Try to remember that words like "hardly," "barely," and "scarcely" are also negatives and that no other negative word in the sentence may be used with them.

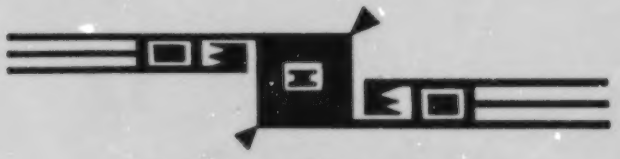
We couldn't hardly see through the rain. WRONG

We could hardly see through the rain. RIGHT

Finally, use of a negative expression such as "neither . . . nor" requires that you avoid using another negative.

We didn't want neither tacos nor tamales. WRONG

We wanted neither tacos nor tamales. RIGHT



II.C. Avoidance of double negative

Each of these sentences contains a double negative. Rewrite each sentence, eliminating the double negative.

1. The hunters couldn't hardly wait to ask the medicine man for assistance.

   _____

   _____

2. You haven't never ground corn on a *metate,* have you?

   _____

3. The Anasazi men couldn't never marry girls from their own clan.

   _____

4. I haven't been to neither Isleta nor San Ildefonso.

   _____

5. Women are not allowed inside none of the Hopi prayer chambers.

   _____

6. When we went to Walpi, we couldn't take pictures nowhere within the village.

   _____

   _____

7. The Apache novice wasn't allowed to eat none of the food until the rest of the hunters had eaten.

   _____

   _____

8. There wasn't scarcely enough food left for the rest of the winter.

   _____

   _____

II.D. *Parallel structure*

In order to write good sentences, you need to observe the rules for parallel structure. This means the similar parts of your sentences should be constructed in the same manner; they should be parallel.

He liked hiking and swimming.

What did he like? Hiking and swimming. Are these two ideas parallel? Yes. What if we said:

He liked hiking and to swim.

Are these two ideas parallel? No, hiking and to swim are not constructed the same. To make them parallel, you must change them both to "-ing" forms or both to "to" forms:

hiking and swimming
to hike and to swim

Here is another example:

I will dance so long that I would become tired.

In this sentence, the writer has mistakenly joined a future tense (will) with another verb (would). This is not parallel. Corrected, it should read:

I will dance so long that I will become tired.

Let's look at one more example.

Polished pottery and pottery that is matte are both made in Santa Clara. WRONG

Polished pottery and matte pottery are both made in Santa Clara. RIGHT

In the first part of the sentence, the adjective *polished* describes *pottery* (a noun) and comes before the noun. In the second part of the sentence, the adjective *matte* describes *pottery* and also comes before the noun.

II.D. Parallel structure

Rewrite the following sentences so that the two ideas of the sentence are expressed in parallel form.

1. The boys spent the day hunting piñon and to look for mescal.

_____

_____

2. Cocopahs like painting their faces and to decorate themselves with mud.

_____

_____

3. If you see a coyote cross your path, you would have bad luck.

_____

_____

4. I was so happy when I see you were safe.

_____

_____

5. Engraved jewelry and jewelry that is incised may take months to complete.

_____

_____

6. Harry and his friends were dancing in the plaza and also sang.

_____

_____

II.D. Parallel structure

7. The Apache clan prayed all day and would feast all night.

_____

_____

8. Long, straight hair and hair that was braided were worn for different occasions.

_____

_____

UNIT II POST-TEST: SENTENCE STRUCTURE

Circle the correct form of the verb in parentheses to make the verb agree with its subject.

1. Under Spanish oppression, almost all of the Navajos (was, were) attempting to scatter into isolated canyons to avoid being attacked.

2. The braves and the medicine man (was, were) assembling outside the tipi.

3. One of the girls (was, were) hurt when the roof caved in.

4. Everyone (want, wants) to watch the Gan Dancers at Whiteriver.

Change the verb form in parentheses to a participle using the present tense.

5. (use) _____ twigs, grasses, and canvas, the Apaches erected *campos.*

6. (hold) _____ under his tongue a turquoise sprinkled with pollen, the Navajo was certain he could speak beautifully.

Now change the verb form in parentheses to a past participle.

7. (speak) _____ clearly and well, the speech was an instant success.

8. (leave) _____ alone to choose, the girl decided not to marry.

Rewrite each sentence, eliminating the double negative.

9. He couldn't barely walk after his fall from the horse.

_____

10. The animals hadn't left none of the food for the birds.

_____

11. You haven't never tried to make blue piki bread, have you?

_____

12. I haven't got no way to get to Walpi for the dance.

_____

Rewrite the sentence to make sentence parts parallel.

13. We spent the weekend camping by the river and to hike the canyon.

_____

_____

14. I enjoy going to pow-wows and to see old friends.

_____

_____

15. Vegetable dyes and looms made by hand are still used in Navajo rug-making.

_____

_____

16. Our team enjoyed winning the volleyball tournament but not to go to practice daily for two weeks in preparation.

_____

_____

UNIT III

III. PARAGRAPH DEVELOPMENT

A. *Characteristics of paragraph*

Remember that a paragraph must contain five things to be a well-written paragraph. It must have unity and clarity, which means that the author sticks to a single purpose in developing a paragraph and then writes it clearly and logically, so it is easily understood. A topic sentence expresses the main idea and is usually the first or last sentence in the paragraph. If the topic sentence is the first sentence, there is usually a concluding sentence which restates the topic sentence at the very end using different words. Finally, supporting sentences must be plentiful throughout the paragraph to support and explain the topic sentence.

Fill in the blanks with the appropriate word from the list.

topic sentence	*clarity*
supporting sentences	*unity*

1. If a paragraph develops one single idea, the paragraph is said to have _____.
2. The _____ is the sentence which tells what the paragraph is about.
3. A paragraph which expresses the author's purpose clearly exhibits _____.
4. _____ further explain and define the topic sentence.

III.B.1. Sequencing in narration

1. Sequencing in narration

   You will recall that narrative writing tells a story. A narrative uses a plot, characters, and drama. The plot is made up of a sequence of events. Usually, things happen chronologically in a story — that is, from first to last — although sometimes a writer jumps around in time to make the writing more interesting or effective. Anything you read here, however, is written chronologically. The sequence of events is told in the order in which events happen.

   Sequencing can be used in non-fiction writing, too. Sequencing is used when the writer is explaining a process — how something is done, step by step. It can be baking a cake or fixing a car. You see that the sequence is very important!

Read the paragraph below in which a task for a girl's puberty rite is explained.

The Mescalero Apaches built a forty-foot medicine tipi for the girl's Puberty Rite. First, living pine trees were cut to provide the poles, which were put up at sunrise. Second, when these four poles were in place, eight others were spaced equally around them to make a total of twelve poles. Next, buffalo skin or canvas was used to cover the top half of the pole framework, and huge oak boughs were tied parallel to the ground to cover the lower half. An opening was left on the side facing east. Then, a row of thick, young pines was placed at each side of the entrance. In addition, a firepit was dug in the center, and the ground around it was covered with spruce needles, rushes, or cattail stalks. Finally, a fire would be kindled by the ancient friction method. It would be kept burning for the four days and nights of the Puberty Rite.

From the book, *The People Called Apache* by Thomas E. Mails © 1974 in International Copyright Union by the Ridge Press, Inc. — Rutledge Books Division and Prentice-Hall, Inc. Published by Prentice-Hall, Inc., Englewood Cliffs, N.J. 07632.

III.B.1. Sequencing in narration

Answer these questions about the paragraph.

1. What is the first step in building a medicine tipi?

   _____

2. What occurs next? _____

   _____

3. After the twelve poles have been erected, what happens?

   _____

4. What happens after the pines are placed on each side of the entrance?

   _____

5. What is the last thing the Apaches do? _____

   _____

6. How many steps are involved in the sequence of building the tipi for the puberty rite? _____

7. What words provide clues to the sequence of steps?

   _____

8. Does this paragraph possess unity?

   _____

III.B.1. Sequencing in narration

Select one of the following topic sentences and write a narrative which uses sequencing to develop the topic sentence. You should have at least five steps in the sequence.

1. Weaving on a loom is not so difficult.

2. A typical day for me begins at 7:00 a.m. and ends at 11:00 p.m.

3. Changing the oil in my car is something I do myself.

4. This is how I get to my GED class.

III.B.2. Dialogue in narration

Dialogue is used in most narratives. Dialogue is the exact words people (or animals) speak. Their words are enclosed in quotation marks. Every time a new character speaks, a new paragraph is begun.

Also, you must learn how to punctuate dialogue correctly. Commas, periods, question marks, and exclamation points go inside the quotation marks.

Ex: *Coyote said, "I like your beautiful blue coat, Bluebird!"*

A comma follows the phrase directly if a quote is interrupted by a phrase, as in:

"Here," said Bluebird, "I will show you."

Now, read the selection about Coyote and Bluebird. Then, answer the questions which follow.

Coyote did not like his faded, shabby coat. So, the next day, he said to his friend Bluebird, "Tell me about the magic lake you bathe in to keep your feathers such a beautiful blue."

"Here," said Bluebird, "I will show you." Bluebird showed Coyote how to bathe in the lake. "I will even sing a magic song for you," chirped Bluebird. "You must be careful, though," he warned, "not to look at your new coat or your shadow for four days."

Coyote said, "I promise not to look at my coat, Bluebird." Then Coyote looked at his coat and, behold, it was blue!

Coyote was very proud of his new coat and said to himself, "I can hardly wait to show off my coat to my friends!" In his excitement he forgot Bluebird's warning, and on the way to the village he glanced quickly at his shadow.

III.B.2. Dialogue in narration

Immediately, Coyote bumped his foot on a mesquite bush and fell headlong in the sand. Coyote jumped up and tried to shake himself off. But it was no use. The sand had covered his wet coat and would not come off. "Oh, no," cried Coyote, "my beautiful blue coat is gone!"

The other animals laughed and giggled and taunted him: "Now you see what happens when you break a promise!"

From *Indian Tales of the Desert People*
William Hayes

1. How is this narrative developed?

   _____ dialogue _____ sequencing _____ both

2. How many characters in the story speak?

   _____

3. What does Coyote ask Bluebird first?

   _____

   _____

4. What happens to Coyote after he bathes in the lake?

   _____

   _____

III.B.2. Dialogue in narration

5. A little while later, he glances at his shadow; what happens after that?

_____

_____

6. Turn the following sentence into dialogue: *Coyote didn't like the color of his coat.*

_____

_____

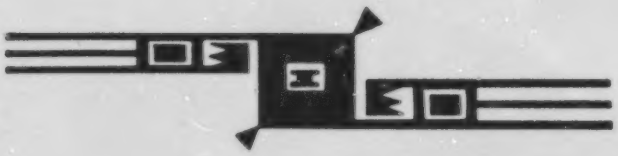
7. Turn this sentence into dialogue: *Bluebird warned Coyote that he would lose his new coat if he looked at it.*

_____

_____

8. When a speaker is quoted directly, does the end punctuation of the statement go inside or outside the quotation marks?

_____



III.B.2. Dialogue in narration

Write your own narrative using dialogue. Have at least two characters speak. The narrative need not be true. Be creative! Remember to punctuate the quotations properly and to begin a new paragraph every time the speaker changes. Try to make your story about as long as this page.

III.C. Use of examples

A paragraph of examples means that a writer gives the reader a topic sentence and then offers several examples which explain and/or illustrate the main idea. This is a very common form of paragraph writing. Certain phrases are used to clue the reader in to the use of examples: such as, for instance, in this case, furthermore, in addition are some of these phrases. Note this in the following paragraph.

The Mescalero woman's life was far from easy. For example, she gathered the wild plant harvests, preserved the vegetables, and stored the surplus meat. Also, she prepared the animal hides and turned them into the many items needed for storage, cooking, and shelter. In addition, she built the wickiups and ramadas, and she set up and took down the tipi. She even gathered the firewood, carried the water, and fixed the meals. Furthermore, she wove the baskets and water containers. Lastly, she brewed the *tulapai* (liquor) for social functions. And after all of these tasks had been done, she cared for and instructed the children. These are only a few of the difficulties the Mescalero woman faced.

From *The People Called Apache*
Thomas E. Mails

1. What is the topic sentence of the paragraph?

_____

2. What three details does the first example give?

_____

_____

_____

III.C. Use of examples

3. What are three more examples that illustrate the topic sentence?

   a) _____

   b) _____

   c) _____

4. Name four words used to clue you in as to the type of paragraph this is.

   a) _____ c) _____

   b) _____ d) _____

5. Which of the examples is the most important? Explain.

   _____

   _____

   _____

6. Is there a concluding sentence to this paragraph? _____ What is it?

   _____

7. Does this paragraph possess clarity? _____

8. Write a title for this paragraph.

   _____

III.C. Use of examples

Select one of the following sentences and write a paragraph of examples. Be sure to give at least four examples. Write a concluding sentence that summarizes the main idea of the paragraph.

1. There are a number of different tribes living in Arizona.

2. Part-time jobs have given me valuable experience.

3. Raising children is not easy.

III.D. Order of importance

You will remember that order of importance is a technique you can use to make your writing more effective. Order of importance refers to the way the supporting sentences are arranged: "least to most" or, less frequently, "most to least" important.

The usual technique is to begin with the least important supporting point and end with the most important one. This technique is used quite commonly in argumentative writing. Persuasive writers often save their longest and strongest argument for last. This way, the paragraph flows smoothly, and the last point the reader remembers is the strongest argument.

Look for clues such as "for one thing," "more important," "another reason," and "most important" to help you determine the order of importance.

Read the following paragraph in which the supporting sentences are arranged by order of importance. Then, answer the questions which follow.

Smoking is one habit you should avoid. For one thing, smoking is offensive to non-smokers who may be around you. Some diners become nauseous if they try to eat while breathing the second-hand smoke from a smoker. Another reason you should not smoke is that the smoke gets trapped in the fibers of your clothing and your hair, making them smell bad. Still another negative point about smoking is the discoloring tobacco stains the smoke leaves on your fingers and your teeth. An even greater reason to avoid smoking is the cost of cigarettes. Some smokers spend several dollars each day to support their smoking habit. But the most important reason to avoid smoking is that it has been determined that cigarette smoking is dangerous to your health. It has been linked with health problems ranging from shortness of breath to deadly lung cancer.

III.D. Order of importance

1. What is the order of importance of the supporting sentences?

   _____ least to most important

   _____ most to least important

2. What is the most important reason given? Write the sentence.

   _____

   _____

3. What is the topic sentence?

   _____

   _____

4. How many reasons are given in the paragraph?

   _____

III.E. *Paragraph of contrast*

A paragraph of contrast means that you write a paragraph which contrasts two things. This is a common method of paragraph writing. To illustrate the meaning of paragraph of contrast, let's look at the example on the next page.

The two things being contrasted are Apache and Hopi dwellings. You know this from the sentence: *Apache dwellings differ from Hopi dwellings.*

The contrast between Apache dwellings and Hopi dwellings may be shown in two ways: XY, XY, XY, etc. or XXX, YYY, etc.

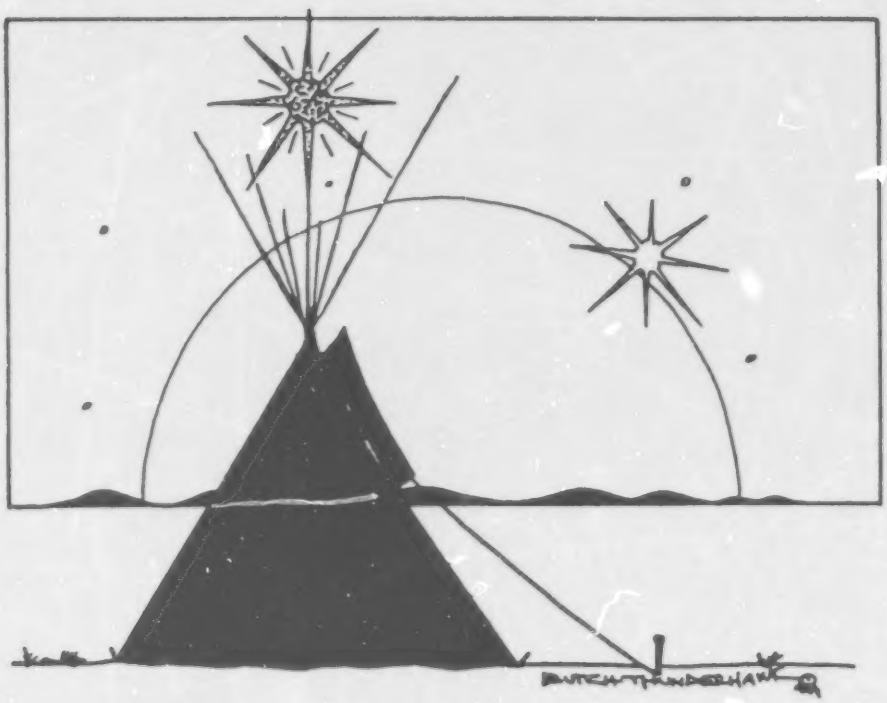
1. (XY, XY, XY) The XY, XY, XY method of showing contrast means that one fact is given, in this case, about Apache dwellings; then, a similar fact is given, in this case, about Hopi dwellings. Then, a second fact is given about Apache dwellings, and a corresponding second fact is given about Hopi dwellings. This pattern is carried on throughout all of the aspects which are being compared: first, Apache; then, Hopi.
2. (XXX, YYY) The XXX, YYY method of showing contrast means that all facts are given, in this case, about Apache dwellings; and then, all facts are given about the Hopi dwellings. So, the paragraph would present all of the facts about Apache dwellings first; then, it would present all of the facts about the Hopi dwellings.

III.E. Paragraph of contrast

Read the paragraph below.

Apache dwellings differ from Hopi dwellings. For instance, Apaches live in circular, dome-shaped wickiups; whereas, Hopis live in large, rectangular, apartment-like buildings called pueblos. The wickiup is constructed of a framework of poles and limbs tied together, over which is placed bear grass or brush with a stretched canvas on the windward side. On the other hand, the Hopi pueblo is constructed of masonry with mortar in between. The wickiup is entered and exited through a blanket or skin-covered doorway opening. In contrast, the older pueblos contained kiva chambers which were entered and exited by a ladder sticking out of the top. The newer pueblos have a regular, door-like opening on one side. Finally, the wickiups contain one large living area; whereas, the pueblos contained different rooms used for different purposes. The two types of dwellings are, indeed, different.

From *The People Called Apache*
Thomas E. Mails



III.E. Paragraph of contrast

1. What is the topic sentence? _____

   _____

2. What are three details about the Apache dwellings?

   a) _____

   b) _____

   c) _____

3. What are three details about the Hopi dwellings?

   a) _____

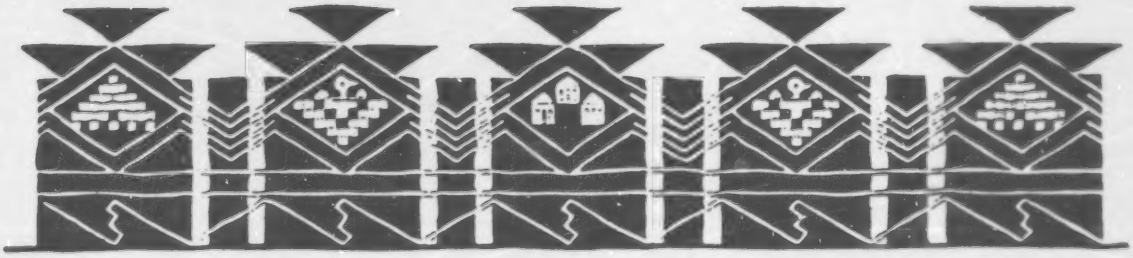
   b) _____

   c) _____

4. Is there a concluding sentence? If so, what is it?

   _____

   _____



III.E. Paragraph of contrast

This paragraph contains the same information as the previous paragraph but is arranged differently.

Apache dwellings differ from Hopi dwellings. For instance, Apache live in circular, dome-shaped wickiups. These are constructed with a framework of poles and limbs tied together, over which is placed a thatch of bear grass or brush. Over this, canvas is stretched on the windward side; a blanket or skin covers the doorway opening. In contrast, the typical Hopi dwelling is the pueblo. It is a series of adjacent, rectangular apartments. The pueblo is constructed of masonry with mortar in between. The older pueblos have kivas, through which a ladder protrudes from the top for entry and exit. The more recent pueblos, however, have a door-like opening on the side for entry and exit. Different rooms were used for different purposes. Thus, the style of dwelling differs according to the tribe.

From *The People Called Apache*
Thomas E. Mails

1. What is the topic sentence? _____

   _____

2. How are the details of the paragraph arranged?

   _____ XXX, YYY _____ XY, XY, XY

3. Name some of the key words used to introduce contrasts.

   _____

   _____

4. List two examples of contrasts cited in the paragraph:

   _____

   _____

UNIT III POST-TEST: PARAGRAPH DEVELOPMENT

Fill in the blanks with the appropriate word from the list.

topic sentence supporting sentences
clarity unity

1. The _____ tells what the paragraph is about.

2. A paragraph that clearly expresses the author's purpose is said to have _____.

3. A paragraph has _____ if it develops one, single idea.

4. _____ further explain and define the topic sentence.

The following is taken from "Ago Po," a story about an Indian from San Ildefonso. In the story, Ago Po amuses himself by teasing a visiting white lady who wants to write about the "... aboriginal and primitive life in the Southwest and the Indians' myths and superstitions."

He now looked at the woman with sharp and glinting eyes and said, "Howdy," before she could formulate her first question.

"How do you do," she said. "Perhaps you can help me out. I want to find out something, firsthand, about primitive and aboriginal life. Perhaps you will tell me something about you Indians and your myths and superstitions."

"Yes," Ago Po told the woman. "I often tell white people things about us Indians. But, when I tell things to people they usually pay me for my time. Even the Indians here pay me five dollars when I drive the witches away from the pueblo, for I am the big medicine man here." Immediately, Ago Po was five dollars richer.

Then, Ago Po told the woman he would take her into the medicine house. But, he actually took her into an old unused house that had belonged to his mother. Ago Po closed the door, as he said, to keep out the bad people that might hear the secrets he was going to reveal.

The first thing the woman spied was an old stone hunting fetish that resembled a hippopotamus, which sat in a corner by the fireplace. "Oh, what is that stone pig for?" she exclaimed as she went toward the image.

"Don't touch him!" commanded Ago Po. "If you turn him on his back all the stars will fall out of the sky. He is the sacred mountain lion of San Ildefonso. He was very big one time, but when the mountains catch on fire he dry up like this. A long time ago we live in the cliffs on top of the mountain at Tsankowi, and when we come down here to live, this mountain lion put all the stars in a buckskin bag to bring them, so we will have stars here, too, but when we get nearly here he dropped the bag and the stars fall out of the bag into the sky where they are now — all crooked and not in nice straight rows like they used to be when we live at Tsankowi. Only three little stars are left in the bag; and the mountain lion set them in one little row in the sky."

Then the woman picked up a large old piece of flint and a small steel. "That," Ago Po proclaimed, "is the lightning stone. When I see clouds coming up . . ."

And he was off, telling another tale to his bewildered listener.

From *Indian Stories From The Pueblos*
Frank G. Applegate

5. In the tale, who speaks first, Ago Po or the woman? _____

6. What is the first thing that happens after Ago Po agrees to tell the woman about the Indian "myths and superstitions"?

_____

7. After they enter the old house, what does the woman notice first?

_____

8. What, according to Ago Po, caused the stars to be in the sky all crooked as they are now?

_____

_____

_____

9. Change the second to last paragraph so that it contains no dialogue.

_____

_____

10. Describe the personalities of both the visiting woman and Ago Po.

Read the two selections that follow and answer the questions about them.

Differences between the Navajo and the Pueblos are deeper than clothing, physical features, or spoken tongue. The heritage of each is quite different. The Pueblo is a house-dweller and grower of foods. On the other hand, the Navajo is a herdsman and for that reason follows a shifting pattern of life. The income of the Navajo derives from livestock raising, leases, and sale of timber, oil, gas, uranium, coal, sand, and gravel. The Navajo tribe is in big business with income in the millions. Among the Pueblo peoples, weather control — with great emphasis on rainmaking — is basic in religious organization, and ceremonies are under the control of priests. In contrast, Navajo religion centers on curing ceremonies directed by shamans. Finally, the Pueblo lives in terraced stone and mortar "apartments," in very close contact with other members of the group, whereas the Navajo lives in an isolated hogan with only his immediate and extended family nearby. Indeed, the differences stem from the unique pasts of both groups.

11. This is a paragraph of

    a) dialogue
    b) order of importance
    c) contrast
    d) narration

12. The details are arranged in what pattern?

    a) XY, XY, XY
    b) XXX, YYY

13. List two differences between the tribes.

a) _____

b) _____

14. What are the topic and concluding sentences? Write both of them.

_____

_____

_____

_____

When the Spanish entered the Southwest, the Havasupai were a peaceful, easy-going, and hospitable people. For example, the family was the social unit, with small groups bound to larger ones by blood relationships. No clan existed. Also, although inheritance was in the male line, wives enjoyed greater privileges than did most women of Arizona Indian peoples. Furthermore, no marriage or divorce laws were observed. When young people wanted to marry, the man took up residence with the girl's family. They lived with her parents for a year or two, then a home was built near that of the man's parents. Finally, the women had no share in the house, land, or other property; but they owned the pottery, baskets, and their personal effects.

From *American Indians of the Southwest*
Bertha P. Dutton

15. This is a paragraph of

a) dialogue
b) examples
c) contrast

16. List three details offered to support the topic sentence. Write them in your own words.

a) _____

b) _____

c) _____

UNIT IV

IV. PUNCTUATION

A. *Comma*

1. Use of comma with appositive

   You will recall that an appositive is a phrase which further explains and re-names the subject of a sentence and is set off by commas. Commas come before and after the appositive.

   Ex: *Phoenix, site of ancient Indian civilizations, contains the Pueblo Grande Ruins.*

   The phrase site of ancient Indian civilizations further explains the subject of the sentence, Phoenix. The phrase, an appositive, is set off by commas. The rest of the sentence could stand alone as its own sentence.

   Phoenix contains the Pueblo Grande Ruins.

In the following sentences underline the appositives and supply commas to set off the appositives.

1. The Hohokam who were flatland desert farmers put most of their building efforts into irrigation systems and complex architecture.

2. Walpi "the place of the gap" was settled about 1680.

3. The Hopis a peaceful people live in northeastern Arizona.

4. The fruit of the prickly pear called "ground tunas" provides food for the Yavapais.

5. Coyote a wily and silly animal appears in many Southwestern legends.

6. The festival of Holy Trinity in which people feast for two days is popular among the Yaquis.

7. Popé a medicine man of San Juan Pueblo organized the revolt against the Spanish in New Mexico on August 10, 1680.

8. Chamita first capital of New Mexico was called by some people San Juan de los Caballeros.

IV.B.1. Use of semicolon with sentence connectors and in a compound sentence without conjunction

1. Use of semicolon with sentence connectors and in a compound sentence without conjunction

   Previously, you have learned two uses of the semicolon:

   a) to connect the two parts of a compound sentence when no conjunction (such as and, or, but, for) has been used. The semicolon prevents a run-on sentence.

      The walls in Mesa Verde are two-hand sized; they are bonded together with mud mortar.

   b) to connect two separate thoughts or sentences which have been joined by a sentence connector (such as however, nevertheless, consequently, and for example) and a comma. In this case, the semicolon comes before the sentence connector, and a comma is placed after the sentence connector.

      Apaches lived in small bands; consequently, they were fairly independent.

Insert semicolons and commas where necessary. If a sentence connector is used, underline it.

1. Pueblo villages consisted of adjacent apartments therefore many families could live near each other for protection.

2. In Chaco Canyon, the walls are thick and smooth however at Keet Siel, they are small and rough.

3. Coronado searched for the Seven Cities of Cíbola he never found them.

4. Popé, the San Juan medicine man, tried to set himself up as a king consequently he created much resentment.

5. There were many medicine men in Western Apache society each extended family had its own medicine man.

6. The Gila River used to overflow its banks the water would surround the little hill called Rattlesnake's House.

IV.B.1. Use of semicolon with sentence connectors and in a compound sentence without conjunction

7. Navajos got the idea of wearing silver belts from the Utes however the Utes did not make the belts themselves.

8. Pueblo pots are highly decorated with symbols or geometric designs Navajo pots are functional and quite plain.

9. Before canals were built in Arizona, there was enough water flowing in the rivers to irrigate Pimas' crops in fact the land was quite green in those days.

10. I wanted to take my younger sister to the pow-wow nevertheless my mother insisted she was too young.

11. Mohaves were not given their true names at birth they had to earn them through patience and hardships.

12. Zunis always took a good-luck fetish with them when they went hunting for example a bear fetish would be used as a charm against bears.

IV.C.1. Use of colon to introduce a list of items

1. Use of colon to introduce a list of items

   You recall that a colon is used to introduce a list of items. The items following the colon further explain the information preceding the colon.

   My brother has four things in his room: a bed, a desk, a radio, and a guitar.

   Don't forget that, after a colon introduces a list, commas are used to separate each item in the list. Sometimes a list (series) may contain only two items.

Supply a colon wherever necessary in the following sentences.

1. Anasazi clan names are taken from these plants or animals Deer People, Squash People, Turtle People, Bean People, and Snake People.

2. Apache children earn new names by showing good behaviors obedience, kindness, friendliness, and respect.

3. Mescalero warriors wore hats made of these skins mountain lion, bobcat, beaver, fox, and wolf.

4. The man had typical Yavapai traits long hair and his face streaked with burned mescal.

5. Animal designs such as these were found carved in kivas jaguar, bear, buffalo, and antelope.

6. The following pueblos use animal designs on their pottery Santo Domingo, Cochiti, Laguna, and Tesuque.

7. The Navajo spindle consists of two pieces a round hardwood stick and a flat wooden disc, 4–5" in diameter.

8. I read these books in the last month Coyote Tales, The Cocopah People, and Children of the People.

IV.C.1. Use of colon to introduce a list of items

Now, supply a colon before the list of items in these sentences and insert commas to separate items in the series.

9. Look in your textbook for these parts table of contents preface glossary and index.

10. At death, Pueblo dead are prepared like this the hair is washed prayer feathers are attached to the body and cornmeal is rubbed over the face.

11. I wanted three things for Christmas a bicycle a new pair of boots and my brother home from boarding school.

12. These are several of the tribes in Arizona Cocopah Quechan Pima Papago Navajo and Apache.

IV.D.1. Use of quotation marks in titles

1. Use of quotation marks in titles

   You will recall that quotation marks are placed around the titles of short published works, such as poems, short stories, articles, essays, or chapters in a book.

   I read the short story, "The Road to Nazlini." SHORT STORY

   The poem, "Shalako," was written in 1981. POEM

   The article, "Native Americans for Change," challenged the value of some of Reagan's domestic policies. ARTICLE

   I wrote a three-page essay entitled, "The Long Walk, Revisited," which was published last year. ESSAY

   My chemistry assignment is to read chapter one, "Atoms and Molecules." CHAPTER

   Remember also to place the quotation marks outside other marks of punctuation, such as commas, periods, or question marks. (Notice the example above.)

Place quotation marks where needed. No quotation marks are placed around underlined works.

1. Leslie Marmon Silko, a well-known Pueblo poet, wrote a poem called Prayer to the Pacific.

2. My instructor assigned Chapter Three, Good Personal Health Habits.

3. Have you read Aaron's essay called Whiteriver Expedition?

4. Phoenix Indians Organize for Health is the title of an article that appeared in last month's Intercom newsletter.

5. The title of John's poem is Talk Not Foolishly.

6. The last chapter of Going Home, entitled Reunion, reminded me of a personal experience.

7. The article, Oil and Gas Activities Monitored, appeared in the Ute Bulletin.

8. Clay's short story, A Long, Cold Winter, related his own experiences as a child in southern Utah.

IV.E.1. Use of apostrophe to show single and joint ownership

1. Use of apostrophe to show single and joint ownership

One use of the apostrophe is to show possession. If one person owns something, the possession is usually formed by adding 's, such as in:

my father's house (father is the owner of the house)
the killer's weapon (the weapon belongs to the killer)

If several people own something as a group, the noun is first made plural and then the apostrophe is added:

the girls' gym (the gym belongs to all the girls)
the killers' weapons (the weapons belong to all the killers)

If two people own one thing, and both are nouns, only the last noun is made possessive:

Jake and Bill's car. (Together, they own one car.)
Joy and Ben's daughter. (Together, they have one daughter.)

If the two people each own something separately, both of the nouns are made possessive, and the owned object is pluralized:

Jake's and Bill's cars.
(Both Jake and Bill own their own car.)

Charlene's and Jason's books.
(Both Charlene and Jason have their own books.)

If one owner is referred to in noun form and the other in pronoun form, make only the noun possessive and place it first.

Jake's and his car. (one car; two owners)
Anna's and my hogans. (two hogans; two owners)

IV.E.1. Use of apostrophe to show single and joint ownership

In the following exercise, place apostrophes in the appropriate places to show possession.

1. My friends cars are all newer than mine.
2. All Apaches costumes changed as the weather got warmer.
3. Brendas grade was the highest in the class.
4. Each artists booth was gaily decorated with ribbons and flowers.
5. Writing well is the teachers and your responsibility.
6. Bennys and Harrys hogans are located near Chinle.
7. The potters hand shook a little as she painted.
8. Coyote and Rabbits dinner consisted of two pigeons.
9. Annas dog was killed by gunfire last week, so I gave her Bens.
10. The Towumpayas house in Hotevilla will be given a new roof next week.
11. Did you see Louise and Toms new truck?
12. Janets and Gilberts votes went to the younger of the candidates for chairman.

IV.F.1. Use of hyphen in two-word adjective and with prefixes and suffixes

1. Use of hyphen in two-word adjective and with prefixes and suffixes

Sometimes a two-word adjective describes a noun.

Ex: *a run-down car*

Run-down is a two-word adjective which describes car. When a two-word adjective is placed before a noun (as in this case), the adjective is hyphenated. Here is another example:

an old-fashioned family

But, do not hyphenate a two-word adjective that comes after a noun:

Ex: *The car was run down.*

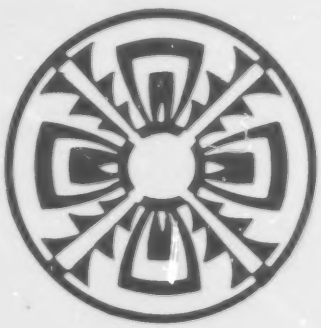
Some prefixes and suffixes must also be hyphenated. This is usually true when a root word (to which the prefix or suffix is added) can stand alone, such as:

the all-star game
the pre-conference choice
a pre-season game
senator-elect

All- is the prefix. The root word star makes sense by itself. Similarly, conference and season make sense by themselves. Also, a prefix or suffix which is attached to a proper noun must be hyphenated:

all-American *anti-American*

The hyphen goes between the prefix and the root word or the suffix and the root word.



IV.F.1. Use of hyphen in two-word adjective and with prefixes and suffixes

Supply hyphens where needed.

1. Our CED classes were held in a second story room in Winslow.
2. The President's anti inflationary program has caused concern among workers in the mid Atlantic states.
3. To raise his grades, Steve began a self imposed, all subject study program.
4. Being an all around athlete requires long hours of training.
5. Do you take a mid morning break from your studies?
6. The hand woven belt was a remarkable bargain at twenty five dollars.
7. Juanita's raven black hair fell to her waist.
8. The ex senator assisted the senator elect in several ways.

UNIT V

V. CAPITALIZATION

A. *Use of capitals in proper nouns and poetry*

As you know, all proper nouns must be capitalized. This includes names of people and places, people's official titles, organizational names, and titles of full-length published works. You must also capitalize languages, races, nationalities, and tribes; capitalize all religions and religious gods or beings. Any abbreviation of a proper noun must be capitalized just as the full word or title would be. Finally, the first word in each line of a poem should be capitalized.

Executive Director Steve Darden (official title/name)
Santa Fe, New Mexico (place)
Black Elk Speaks (book)
Christianity (religion)
ACLU (abbreviation/organizational name)
Masau (god)
Choctaw (tribe)
Asian (race)
Eototo (name)

Supply capitals where necessary.

1. changing woman is the principal navajo deity.

2. snake youth wanted to find the end of the colorado river, so he asked spider woman for help.

3. the milky way was formed when a mule, riding through the sky, bucked off the load of flour from his back and it spilled along the sky.

4. the papago indian reservation is located in southcentral arizona and is one of the largest in america.

5. in the beginning, the spirit of earth doctor took dust, flattened it into a cake, and created the creosote bush.

6. pimas do not tell myths in the summer for fear of being bitten by a rattlesnake.

V.A. Use of capitals in proper nouns and poetry

7. wendy ortiz lives near fort apache on the whiteriver apache reservation.

8. on our last trip, we went to el morro national monument and chaco canyon national monument.

9. the sierra club and save the whale foundation are two organizations which hope to preserve america's wildlife.

10. programs under the indian education act are funded by d.o.e.; these programs are headed by acting director hakim khan.

11. "medicine song"

how shall i begin my songs
in the blue night that is setting?
in the great night my heart will go out,
toward me the darkness comes rattling.
in the great night my heart will go out.

From *The Sky Clears*
A. Grove Day

12. the navajo language does not have verb tense changes in the sense that english does; navajo changes other words in the statement.

13. bluebird showed coyote how to bathe in the lake to keep his coat shiny and clean.

14. during the hopi migrations, the bear clan was the first to arrive at its new home in northeastern arizona.

15. one of my favorite legends is called, "why coyote's coat is the color of sand."

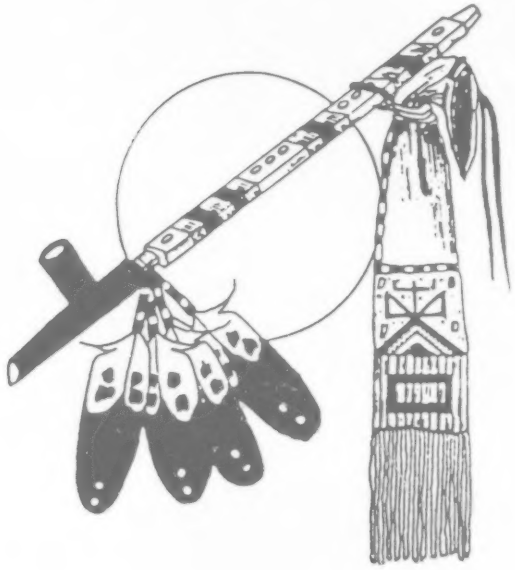
16. pimas are attempting to preserve their oral traditions by writing legends down in books such as pima indian legends.

V.A. Use of capitals in proper nouns and poetry

Now, answer these questions with proper nouns. Remember to capitalize each word in the proper noun, except prepositions and conjunctions.

1. One town I have been to is _____.
2. My favorite book is called _____.
3. My dog's name is _____.
4. I'm a member of the _____ tribe.
5. One dance or ceremony I have seen performed is called

   _____.
6. One of my teachers is named _____.
7. My clan is the _____.
8. The place I would like to visit is _____.



UNITS IV & V POST-TEST: PUNCTUATION/CAPITALIZATION

Insert commas around the appositives in the following sentences.

1. Trading a common activity in Navajo history was probably practiced in the days of the Navajos' first arrival.

2. Havasupai Canyon called "Nation of the Willows" is a deep canyon beyond the great San Francisco plateau and desert in Arizona.

Insert semicolons and commas where needed and underline the sentence connector, if one is used.

3. In Yaqui mythology, *sierpas* are giant animals that live in canyons and caves they are believed to be people who once did something wrong.

4. The Navajo greatly fears death and everything connected with it in fact he fears the dead may return to haunt the living.

Supply colons where needed in the following sentences.

5. Indian ruins in southern Arizona are the following Pueblo Grande, Tonto, Kinishba, Besh Ba Gowah, Casa Grande, and Hardy.

6. There are six Zuni prey animal fetishes, divided according to color mountain lion, bear, badger, white wolf, eagle, prey mole.

Place quotation marks where needed.

7. In Cushing's book Zuni: Selected Writings of Frank Hamilton Cushing, the first chapter is entitled Going to Zuni.

8. Sharon's poem, Sweet Indian Maiden, was submitted to the Southwestern Newsletter.

Place apostrophes where necessary to show single and joint possession.

9. Rabbits and foxes skins were used for warmth in winter.

10. Charlene and Jasons holiday trip had been planned for six weeks.

Supply hyphens where necessary.

11. Dawn's raven black hair fell to her knees.

12. My mid morning jog helps build endurance for my tasks later in the day.

Place all punctuation as needed: commas, semicolons, quotation marks, apostrophes.

13. Lets not go to the Grand Canyon today lets go tomorrow Jim said.

14. I read a poem entitled The Hunter but it was so difficult that I didnt understand its meaning.

Supply capitals where necessary.

15. the navajo reservation, located in northeastern arizona, is the largest reservation in the state.

16. last weekend, we took a trip to walnut canyon and wupatki national monuments.

17. funding for this program was made possible through a grant from the indian education act and is administered by d.o.e.

18. One of my favorite tales is "hopi quarrels" from applegate's indian stories from the pueblos.

19. once i walked

once i walked with sadness,
i walked to the river.
my sadness was lost.

— floretta rhodes

20. spider woman helped the early navajos to climb up to the fourth world.

GLOSSARY

GLOSSARY

active voice	(refers to verbs) indicates that the subject of the sentence is doing or causing the action expressed by the verb
adjective	a word that is used to modify (change, alter) a noun by pointing out which one or describing the noun; usually placed before a noun, but it can be used after a noun
adverb	a word that modifies a verb, adjective, or other adverb; it tells how, where, when, or to what extent (how much)
antecedent	(as in antecedent agreement) one that goes before; the word to which a later word refers
apostrophe	an apostrophe looks like this ['']; it shows that a letter or letters have been left out of a word (isn't); it is used to show possession (Tom's); and it is used with certain plurals such as numbers and letters (20's; B's)
argumentative	tending or inclined to argue; in paragraph writing, refers to a style in which the writer adopts a position, makes an arguable statement about it (topic sentence), and then defends his/her position
appositive	a phrase that further explains the subject of a sentence and which is "set off" by commas (commas come before and after the appositive)
clarity	clearness, quality of being easily understood
clause	a group of words containing a subject and a verb; an independent clause can stand alone (a sentence); a dependent or subordinate clause cannot (not a sentence)
colon	a colon looks like this [:]; it is a punctuation mark used before a series and after the greeting of a formal or business letter; to indicate the time, we also use a colon — 10:15 a.m.
concluding sentence	a sentence which comes at the end of a paragraph and which restates the topic sentence, using different words

conjunction	a word that connects other words, phrases or clauses; there are two sets of conjunctions: one set (coordinating) joins words, phrases, or two independent clauses EX: and, or, for, so, etc. the other set (subordinating) introduces a dependent clause and joins it to the main part of the sentence EX: while, although, because, since, etc.
demonstrative adjective	a word that modifies a noun by pointing out which one; there are four: this, that, these, those
dependent clause	a clause that cannot stand alone as a sentence; also called a "subordinate clause"
descriptive adjective	a word that modifies a noun by describing the noun; describes color, type, size, number, etc.
dialogue	a communication between two or more people (can be written or oral) in which their exact words are preserved
direct object	the noun in a sentence that receives the action of the verb
double negative	a phrase that uses two negatives to express a single negative; double negatives are incorrect (two negatives express a positive)
exclamation point	a punctuation mark that looks like this [!]; it is used after an exclamation (for emphasis)
hyphen	a punctuation mark that looks like this [-]; it is used to connect the parts of a compound word or between syllables in end-of-line word division (when a word that comes at the end of a line is divided)
independent clause	a group of words containing a subject, a verb, and sometimes an object and modifiers; it can stand alone as a complete sentence
indirect object	a noun or pronoun that tells "to whom" or "for whom" an action was done; it comes between the verb and the direct object
infinitive	a verb form consisting of <u>to</u> + <u>verb</u>
main idea	the most important thought or idea being expressed or discussed; in paragraph writing, it is expressed in the topic sentence

narrative	writing which tells a story
non-fiction	not fiction; written works that are historical or true
noun	a word that names a person, place, thing, quality, or idea
object	a noun that receives the action of the verb
order of importance	the order of a paragraph in which the supporting details or sentences are arranged according to their importance; least to most or most to least important
parallel structure	equal ideas are expressed in the same (parallel) grammatical form
participle	a verb form that is used as an adjective; a verb form that is used to modify a noun or pronoun
passive voice	(refers to verbs) expresses a verb which is acted upon rather than acting; it always contains a form of BE verb
past participle	verb form (ends in -ed, -d, -t, -en, or -n) used as an adjective
past perfect tense	expresses action or helps make a statement about something completed in the past before some other past action or event
past progressive tense	tells what was going on at a certain point in time; formed with past tense of verb BE and the -ing form of the main verb EX: was holding; were standing
persuasive	convincing
plot	the sequence of events that moves the action forward in a story, novel, or drama
possessive	showing ownership
possessive adjective	an adjective that shows who something belongs to; a possessive adjective is followed by a noun
prefix	a word part of one or more letters or syllables added to the beginning of a word which changes the word's meaning EX: taste — distaste
preposition	word that shows the relationship of a noun or a pronoun to some other word in the sentence

prepositional phrase	a group of words beginning with a preposition and ending with a noun or a pronoun
present participle	the "-ing" form of a verb
present perfect tense	a verb tense that expresses action occurring at no definite time in the past EX: He has played ball for us many times.
present progressive tense	a verb tense that tells what is happening at the moment; it is formed with is, am, are + -ing form of main verb
present tense	a verb tense that expresses action occurring now, at the present time
pronoun	a word that is used in place of a noun EX: I, me, you, him, they, etc.
punctuation (punctuate)	the practice of inserting standardized marks in written material to clarify the meaning and separate the structural units
quotation marks	a quotation mark looks like this ["]; quotation marks are used to show that the exact words of someone have been recorded
run-on sentence	an error which occurs when two or more independent clauses (sentences) are joined together only by a comma; a comma and a conjunction, or a semicolon is needed to separate independent clauses
semicolon	a punctuation mark that looks like this [;]; semicolons are used to join independent clauses
sentence connector	sometimes called a transition word; a word or phrase that is used to join two independent clauses to form one sentence EX: however, furthermore, accordingly, moreover, nevertheless, in addition, on the contrary
sequence	the order of something; usually, in order of occurrence, from first to last
subject	what a sentence is about; the person, thing, or idea who/that performs the action or expresses the state of being
subordinate clause	a clause that cannot stand alone as a sentence; also called a dependent clause

suffix	a word part (letters or syllables) added to the end or a word which changes the meaning of the word EX: create — creation
summarize	to condense or make much shorter than the original
supporting sentence	in a paragraph, a sentence that supports or illustrates the topic sentence through a detail or specific illustration/example/reason
topic sentence	the sentence that states the main idea of a paragraph; usually, the first sentence in a paragraph; the general statement
unity	a characteristic of a well-written paragraph; it means that the paragraph develops only one main idea
verb	a word that performs (expresses) the action of the subject